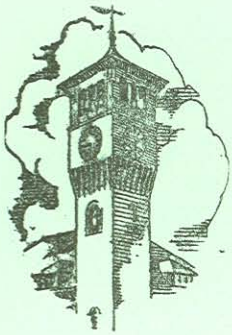
# BULLETIN OF THE STOUT INSTITUTE



## GRADUATE STUDIES

1949 - 1951

Volume 45, Number 2 • Menomonie, Wisconsin

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# The Stout Institute Bulletin

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## GRADUATE STUDIES

1949 - 1951

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THE STOUT INSTITUTE
MENOMONIE, WISCONSIN

Volume 45, Number 2 • Menomonie, Wisconsin

ENTERED AS SECOND CLASS MATTER MARCH 10, 1927 AT THE POST OFFICE
AT MENOMONIE, WIS., UNDER THE ACT OF AUGUST 12, 1914

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# COLLEGE CALENDAR

## SUMMER SESSION 1949

Monday, June 20, Summer Session Begins
Friday, July 29, Summer Session Closes

## REGULAR SESSION 1949-50

Monday, September 5, Labor Day
Tuesday, September 6, Freshman Registration
Wednesday, September 7, Registration for Matriculated Students, Freshman convocation
Thursday, September 8, Registration for Matriculated Students and New Students Other Than Freshmen
Friday, September 9, Classes Convene
Friday, December 23, 3:00 p.m., Christmas Vacation Begins
Monday, January 9, 1950, Classes Resume
Friday, January 20, First Semester Ends
Monday, January 23, and
Tuesday, January 24, Registration for Second Semester
Wednesday, January 25, Second Semester Classes Convene
Wednesday, April 5, 3:00 p.m., Spring Vacation Begins
Thursday, April 13, Classes Resume
Sunday, May 28, Baccalaureate Address
Friday, June 2, Commencement

## SUMMER SESSION 1950

Monday, June 19, Summer Session Begins
Friday, July 28, Summer Session Closes

## REGULAR SESSION 1950-51

Monday, September 4, Labor Day
Tuesday, September 5, Freshman Registration
Wednesday, September 6, Registration for Matriculated Students, Freshman Convocation
Thursday, September 7, Registration for Matriculated Students and New Students Other Than Freshmen
Friday, September 8, Classes Convene
Friday, December 22, 3:00 p.m., Christmas Vacation Begins
Monday, January 8, 1951, Classes Resume
Friday, January 19, First Semester Ends
Monday, January 22, and
Tuesday, January 23, Registration for Second Semester
Wednesday, January 24, Second Semester Classes Convene
Wednesday, March 21, 3:00 p.m., Spring Vacation Begins
Thursday, March 29, Classes Resume
Sunday, May 27, Baccalaureate Address
Friday, June 1, Commencement

## SUMMER SESSION 1951

Monday, June 18, Summer Session Begins
Friday, July 27, Summer Session Closes

## BOARD OF TRUSTEES

| Employee Members | Term Expires |
|---|---|
| Emil Waldow, Green Bay | 1953 |
| Frank C. Horyza, Superior | 1953 |
| E. R. Fransway, Wauwatosa | 1951 |
| **Agricultural Members** | |
| John Wiechers, Racine | 1949 |
| John Last, Lake Mills | 1949 |
| Robert L. Pierce, Menomonie | 1951 |
| **Employer Members** | |
| A. A. Laun, Kiel | 1953 |
| Fred Vogt, Milwaukee | 1949 |
| Jessel S. Whyte, Kenosha | 1951 |

**Ex-Officio Members**

John Callahan, State Superintendent of Public Instruction, Madison
Voyta Wrabetz, State Industrial Commission, Madison
Clarence Grieber, Director, State Board of Vocational and Adult Education, Madison

**Officers of the Board**

| | |
|---|---|
| President | Jessel S. Whyte, Kenosha |
| Vice-President | Robert L. Pierce, Menomonie |
| Secretary | Lloyd E. Berray, Madison |

**Stated Meetings of the Board**

Regular quarterly meetings of the Board are held on the fourth Monday in March, June, and September, and on the third Monday in December.



## OFFICERS OF ADMINISTRATION

VERNE C. FRYKLUND, President
CLYDE A. BOWMAN, Dean, Division of Industrial Education, Director of Summer Session
ALICE J. KIRK, Dean, Division of Home Economics
RAY A. WIGEN, Director of Graduate Studies
KETURAH ANTRIM, Dean of Women
MERLE M. PRICE, Dean of Men
GERTRUDE M. O'BRIEN, Registrar, Placement Chairman
MINNIE J. BECKER, Secretary to the President
BRYARD A. FUNK, Business Manager
E. J. SCHOEPP, Assistant Business Manager
RUDOLPH ROEN, Superintendent of Buildings and Grounds
H. O. STROZINSKY, Chief Engineer
MRS. GERTRUDE PLONSKY, College Nurse
DR. JOHN O'NEILL, College Physician
MARY KILLIAN, Director of Cafeteria
MRS. REBECCA NELSON, Director of Halls and Housing, Hostess of Tainter Hall
JUNE MILLER, Hostess of Eichelberger Hall
MELVIN SUTKER, Resident Head, Lynwood Hall
LILLIAN M. FROGGATT, Librarian
MRS. BEULAH C. HOWISON, Assistant Librarian
MRYTLE STRAND, Assistant Librarian
MRS. SARAH BOETCHER, Stenographer
MRS. MERRALD KRIEGER, Stenographer
JANE McDonald, Stenographer
AGNES WINSTON, Stenographer
MARGARET WISEMILLER, Stenographer

**GRADUATE COMMITTEE:**

Ray A. Wigen, Dwight L. Agnew, Alice J. Kirk, Ann Marshall. E. R. Oetting, J. Edgar Ray, Stuart Anderson, Secretary.

# FACULTY ON GRADUATE PROGRAM

VERNE C. FRYKLUND, President.
The Stout Institute, Diploma, 1916; Colorado College of Education, A.B., 1923; University of Missouri, M.A., 1927; University of Minnesota, Ph. D., 1933; The Stout Institute since 1945.

RAY A. WIGEN, Director of Graduate Studies and Professor of Education.

River Falls State Teachers College, Diploma, 1916; University of Minnesota, B.S., 1930; M.A., 1933; Graduate Study, The Stout Institute since 1933.

CLYDE A. BOWMAN, Dean of the Division and Professor of Industrial Education.

State Normal, River Falls, Wisconsin, Diploma, 1907; The Stout Institute, Diploma, 1909; Columbia University, B.S., 1915; University of Wisconsin, M.S., 1927; Graduate Study, The Stout Institute since 1919.

ALICE J. KIRK, Dean of the Division and Professor of Home Economics.
University of Wisconsin, B.S., 1920; Columbia University, M.A., 1935; Ed. D., 1946; The Stout Institute since 1947.

MERLE M. PRICE, Dean of Men and Associate Professor of Social Science.

State Teachers College, St. Cloud, Minnesota, Diploma, 1921; University of Minnesota, B.S., 1924; M.A., 1929; University of Minnesota, Graduate Study; The Stout Institute since 1929.

DWIGHT L. AGNEW, Head of Department and Assistant Professor of Social Science.

Park College, Parkville, Missouri, A.B., 1935; University of Iowa, A.M., 1938; Ph. D., 1947; The Stout Institute since 1947.

STUART ANDERSON, Assistant Professor of Education. Graduate Studies.

The Stout Institute, B.S., 1935; Marquette University, M. Ed., 1938; University of Wisconsin, Ph. D., 1948; The Stout Institute since 1946.

DAVID BARNARD, Instructor of Visual Education.
The Stout Institute, B.S., 1946; M.S., 1947; The Stout Institute since 1947.

ARTHUR G. BROWN, Associate Professor of Education.

Macalaster College, B.S., 1914; University of Wisconsin, M.S., 1928; University of Minnesota, Graduate Study; The Stout Institute since 1920.

JOHN JARVIS, Assistant Professor of Industrial Education.
University of Wisconsin, B.S. in Mechanical Engineering, 1931; The Stout Institute, B.S., 1936; Wayne University, M. Ed., 1941; University of Minnesota, Graduate Study; The Stout Institute since 1946.

LILLIAN JETER, Head of Department of Clothing and Professor of Home Economics.

Kansas State Agricultural College, B.S., 1916; Columbia University Teachers College, M.A., 1925; The Stout Institute since 1927.

MARY KILLIAN, Assistant Professor of Food, Institution Management.

Municipal University, Omaha, Nebraska, B.S., 1920; Creighton University, Omaha, Nebraska, M.A., 1929; The Stout Institute since 1947.

ANNE MARSHALL, Head of Department of Science and Mathematics and Professor of Biological Science.

Denison University, Granville, Ohio, B.S., 1925; Ohio State University, M.A., 1928; Ph.D., 1939; The Stout Institute since 1939.

ELLEN FREDERICKA NELSON, Instructor of Home Economics Education.

The Stout Institute, B.S., 1932, M.S., 1947; The Stout Institute since 1947.

ANN NOBLE, Head of Department and Assistant Professor of Home Economics Education.

Simpson College, Indianola, Iowa, A.B., 1922; University of Wisconsin, M.S., 1937; Colorado Agricultural College, Graduate Study; The Stout Institute since 1947.

ERICH RICHARD OETTING, Head of Department and Professor of Psychology and Education.

Wayne State Teachers College, Wayne, Nebraska, B.S., 1924; University of Wisconsin; University of Nebraska, M.A., 1935; Ph. D., 1941; The Stout Institute since 1945.

J. E. RAY, Associate Professor of Industrial Education. Architectural and Freehand Drawing, Masonry, Building Construction.

Williamson Trade School, Diploma, 1908; The Stout Institute, B. S., 1922; Iowa State College, M. S., 1930; New York University, Ed. D., 1944; The Stout Institute since 1930.

CORYDON L. RICH, Associate Professor of Science and Mathematics.

State Teachers College, Oshkosh, Wisconsin, Ed. B., 1929; University of Wisconsin, Ph. M., 1930; The Stout Institute since 1931.

BENITA GROTE SMITH, Director of Nursery School and Associate Professor of Home Economics.

Iowa State College, B.S., 1928; Merrill-Palmer School, Detroit; Iowa State College, M.S., 1941; University of Minnesota, Graduate Study, The Stout Institute since 1943.

MELVIN SUTKER, Instructor of Social Science.

Northwestern University, B. S., 1939; Columbia University, M. A., 1947; The Stout Institute since 1947.

### STATE BOARD OF VOCATIONAL AND ADULT EDUCATION

In conjunction with the full time faculty there is a called staff from the state board of vocational and adult education which aids in instruction. These people are called upon primarily during the summer sessions, although they are also present at intervals during the regular session.

### PART TIME STAFF

There is also a part time staff which is called upon to assist on the faculty; these people come from other institutions. They come during the summer sessions to a greater extent than during the regular sessions.



## HISTORY AND ORGANIZATION

With the creation of the state of Wisconsin in 1848 there came immediate recognition of the educational needs of the new commonwealth. Teacher training received prompt attention in the creation of its first normal school. Massachusetts and Pennsylvania preceded Wisconsin in the organization of normal schools; but the record shows that in 1867, less than twenty years later, Wisconsin was leading even these two states and all other states in the number of state normal schools in operation.

In 1867 Wisconsin was operating five normal schools, just one more than existed in any other state. Today the state's present political and educational leadership is dedicated to the further development of the state's educational equipment and professional standards.

The Stout Institute was founded as "Stout Manual Training School" by Senator James H. Stout, of Menomonie who financed the institution through twenty-two long critical years up to the time of his death in 1910.

In 1911, because of the importance of Industrial and Home Economics Education in the schools of the state, The Stout Institute was taken over by the state from a private ownership and operation. By legislative enactment Stout was made the state's teacher training school for teachers in these two fields of education. The Stout Institute has for almost half a century devoted its efforts to the preparation of teachers in Home Economics, Industrial and Vocational Education.

Here follows a brief summary of the history of The Stout Institute.

In 1899 Manual Training was inaugerated in the Menomonie Public Schools in all twelve grades through high school.

1893 new buildings were built and Manual Training was placed under separate supervision.

1903 The Stout Training School was founded under private patronage. The name was changed to The Stout Institute in 1908.

1911 The Stout Institute was presented to the state, accepted and placed under the control of the board of trustees of The Stout Institute.

1917 The Stout Institute was by legislative action made a college with degree granting power.

The history would not be complete without mention of Lorenzo Dow Harvey, who, retiring from the state Superintendency of Instruction in Wisconsin, on the urgent invitation of Senator Stout, assumed the presidency in 1903 of The Stout Manual Training School and later The Stout Institute. President Harvey continued in charge of The Stout Institute until the time of his death in June, 1922. In 1923 Burton Edsel Nelson became president, continuing until his retirement in 1945. Verne C. Fryklund became president in 1945.

The Stout Institute was authorized in 1935 through legislative action to undertake graduate work and to grant the Master of Science degree with designated honors in (1) Industrial Education (2) Vocational Education or (3) Home Economics Education. At this time the work was carried on during summer session only. The first Master of Science degrees were granted in August, 1938. The graduate program was put on a yearly basis in September 1946.

# GRADUATE PROGRAM

The graduate program at The Stout Institute is estabished to meet the present-day needs of teachers and administrators of Home Economics Education and Industrial Education. The graduate curriculum is planned so prospective teachers and administrators may earn the degree of Master of Science with the major in Industrial Education, Home Economics Education, Home Economics or Vocational Education. The teacher certification laws, the trade experience, the educational preparation, and professional objectives determine the type of graduate program essential to meet those specialized needs.

## OBJECTIVES

The objectives of the graduate curriculum are:

1. Extension of the broad general culture of teachers.
2. Preparation in research procedures in home economics and industrial education.
3. Continued study for specific competency in one of the major fields; Home Economics, Industrial Education or Vocational Education.
4. Attainment of advanced skills in professional techniques or exploring new techniques.
5. Opportunity for concentrated study of the more strictly professional phases of teaching for those whose undergraduate study did not make adequate provision.
6. Provision for the development of desirable personal and social qualities of teachers.

## BUILDINGS AND GROUNDS

Four large, thoroughly equipped buildings (the Home Economics Building, the Industrial Education Building, the Gymnasium, and the Trades Building) comprise the central plant. In addition there are four dormitories, one hundred sixteen small houses for veterans, a home management house, and an infirmary.

The grounds include spacious lawns for the women's dormitories and veterans homes, a practice field, tennis courts, and the Burton E. Nelson Athletic Field. During the fall of 1935, a shelter house was constructed, which includes dressing rooms and shower rooms for two teams. The administration plans for the immediate future include the construction of a new library building, and a new field house, the site for which the state recently purchased. Funds are available and work will begin as soon as general construction can be undertaken.

### Laboratories and Equipment

The shops for the teaching of industrial subjects are all well equipped and kept up-to-date. The Trades Building is devoted exclusively to shops containing all needful equipment for elementary and advanced classes in carpentry, cabinetmaking, general woodwork, auto mechanics, sheet metal, painting and finishing, architectural and machine drafting, and visual education. It has provision for use of all types of visual education equipment. The Industrial Education Building contains shops completely equipped for work in general mechanics, foundry, printing, general metal, electrical work, and machine shop practice. A physics laboratory and shops for practice teaching are also housed here. Necessary lecture rooms for general subjects are provided throughout the building.



The laboratories for home economics instruction are among the best in the country. All located in the large home economics and adminsitration building, they include units for textiles and arts, nutrition and foods, nursery school, homemaking, and sciences. Lecture and demonstration rooms are comfortable and commodious. Throughout, the equipment is up-to-date and adequate for all levels of work.

### Auditorium

One of the wings of the Home Economics Building houses a large, modern auditorium with a seating capacity of 800. At least once each week an attractive program of an educational or entertainment nature is presented by nationally known speakers or entertainers. The large stage makes possible the appearance of large musical organizations, local and traveling, and provides excellent facilities for work in dramatics.

### Dormitories for Women

Bertha Tainter Hall is furnished with all modern conveniences, and is well-lighted, heated, and ventilated. This building was thoroughly remodeled recently, and the interior was completely modernized redecorated, and largely refurnished.

Tainter Annex adjoining it has been remodeled and modernized throughout. More light and room space are provided. Old bathrooms were removed and new bathrooms installed. Another living room and a sun room were added. The gray stucco on the outside has been replaced by fireproof asbestos shingles which add greatly to the appearance of the building and materially reduce fire hazard.

The Mary Eichelberger Hall has been so named because the building was purchased out of a $20,000 legacy provided for in the will of Mrs. Mary Eichelberger, of Horicon, Wisconsin.

### Dormitories for Men

Lynwood Hall was built for the purpose for which it is used and is in every appointment adequate and complete.

Recently elaborate improvements have been made. These include the enlargement of living and recreational rooms, sound proofing the building, installation of new bath and toilet facilities. Exterior improvements add materially to the appearance and attractiveness of the building.

### The Cafeteria

The Stout Cafeteria, located in the east end of the Home Economics Building, is used by students, faculty, and their friends. The dining room is modern and colorful. Meals are served daily. The food is excellent and inexpensive. Students can obtain adequate meals at from $7.00 to $8.50 per week. The complete cafeteria service is under the direction of the Director of Institution Management. Special groups may obtain reservations for meals from the Director. All nonresident freshman men are advised to eat their meals in the cafeteria, using meal tickets provided as a means of checking attendance. The cafeteria will open on Monday noon of the first week of the college year.

### The College Union

The College Union, which is located in the Gymnasium building, is in operation during the school year with complete facilities of the union available, including the fountain, the game room, and the bowling alleys. The definite hours are determined by the students' demand for the services of the union.

### The Library

The Library is at this time housed in the Home Economics Building. It provides a wide range of reference material, particularly on home economics and industrial and vocational education, but is also rich in fields of art, the social and natural sciences, economics, history and government, mathematics and engineering, manufacturing and industry. A large number of books and magazines for purely cultural reading is provided.

The reading room is supplied with daily and weekly newspapers, educational literary, and technical periodicals adapted to the needs of the students and available for their use.

Funds are available, and plans are underway for the construction of a new library in the near future.

### The Infirmary

The Stout Institute maintains an infirmary for the care of students, where every detail of health is carefully supervised. A resident registered nurse supervises the health of students throughout the college and is on duty at the infirmary. The nurse maintains regular office hours in her rooms in the Home Economics Building. A college physician is available for consultations. Students are given a medical examination annually.

Any student who is too ill to attend classes should report at once to the school nurse. Students living in Menomonie shall have their parents or guardian notify the school nurse. Cases of severe illness or other serious situations that will enforce prolonged absence should be reported to the Dean of Home Economics or the Dean of Industrial Education.

## VETERANS AID

The Stout Institute has been approved by the Veterans Administration as an institution for the education and training of discharged service men and women under Public Law No. 346 (G.I. Bill of Rights) and Public Law No. 16 (Rehabilitation).

Veterans who plan to attend The Stout Institute under Public Law No. 346 (G.I. Bill) are cautioned to noted the following tabulated information relative to procedures.

1. Veterans who attended Stout at some previous date under the G. I. Bill and have not entered any other G. I. training since interrupting their training at Stout.
   You will be reinstated to training when you register by contacting the Veterans Administration representative during registration.
2. Veterans who have used their Certificate of Eligibility for training purposes at some other institution or establishment.
   Contact your nearest Veterans Administration office and request a Supplemental Certificate of Eligibility. You should do this several weeks in advance so as to have it in your possession when you register.
3. Veterans not previously in training.
   Request a Certificate of Eligibility from your nearest Veterans Administration Office and have it in your possession on registration day.



4. Proof of marriage and dependent children.
   If you did not previously submit a certified copy of your marriage certificate and birth certificate of your children with your application for a Certificate of Eligibility, it should be presented to the Veterans Administration representative when you register.
5. Transfer of your files.
   a. If your application for a Certificate of Eligibility or any Veterans Administration benefits was made in any state other than Wisconsin or if your files are not in Wisconsin, it will be necessary for you to contact your Veterans Administration Office and request that your files be transferred to Wisconsin.
   b. In requesting transfer of files, you will fill out a change of address form, 572. On the lower left-hand corner you should request your files transferred to Wisconsin. If you do not know your Wisconsin address, indicate it as c—o The Stout Institute, Menomonie, Wisconsin.

A representative from the Veterans Administration regional office makes periodic visits to the school to discuss and handle problems relative to this training. Veterans housing is handled through the office of the Dean of Men. For information and assistance in obtaining education and training contact the Veterans Administration facility nearest your home.

## PLACEMENT

The Stout Institute maintains a placement office which assists qualified graduates in finding suitable positions as teachers or administrators in the schools of Wisconsin and other states. Qualified Stout graduates secure excellent jobs and positions, and the demand for graduates from Stout exceeds the supply. The work is handled by a placement committee; requests for placement information should be addressed to Miss Gertrude M. O'Brien, Placement Chairman. One week's notice should be given with regard to requests for transcripts of credit.

# ADMISSION

Admission requirements for the graduate program of The Stout Institute are as follows:

GENERAL REQUIREMENTS: Students who hold the degree of Bachelor of Science from The Stout Institute, or its equivalent, may take graduate courses. The undergraduate records from colleges other than The Stout Institute are accepted from institutions that are accredited members of The American Association of Teachers Colleges, or of their appropriate regional accrediting agency, or State Board of Education, or State University.

APPLICATION: Those applying for admission to graduate studies should fill out the application form located in the back of this bulletin. Send application forms to the Director of Graduate Studies, The Stout Institute, Menomonie, Wisconsin. Applications for admission must be complete and accurate. Failure to include requested information or misrepresentation may be basis for denying the applicant admission. Late registration is discouraged. All students are expected to register on general registration days.

TRANSCRIPT OF CREDITS: Students from colleges other than The Stout Institute must have their transcripts sent to the registrar not less than one month prior to the opening of school. Important consideration of the graduate committee in granting approval on applications will be that the student have an approximate grade point average of 1.5 ("C" plus) as an undergraduate.

Evidence of satisfactory teaching experience is desirable. Students whose admission status has not been clearly established will be accepted on probation.

TRANSFER OF CREDITS: Graduate credit from other institutions is limited to six semester hours. This credit must be recorded as graduate credit on an original transcript. These credits must apply to the students sequence of courses at Stout. (Consult Director of Graduate Studies.)

SENIORS (SPLIT PROGRAM): Qualified seniors who do not require full time to complete their undergraduate work within the enrollment period of one semester or one summer session may enroll for graduate courses with the permission of the Dean of the undergraduate school and the Director of Graduate Studies. This permission must be obtained prior to registration; credit earned prior to this will not be accepted as graduate credit. The limit of the total hours carried should not exceed that set as the normal load. Full residence will not be granted for the period in which such work is taken.

## SPECIAL REQUIREMENTS

Students who meet the general requirements for admission to graduate work must meet the undergraduate standards in order to be admitted to the graduate program for the following major fields:

**Special Requirements—Major Fields**

**Home Economics Major**—Undergraduate credits required: Home Economics courses, 42 semester hours; Education courses, 8 semester hours; Related Science, 20 semester hours. A variation of six semester hours is permitted.

**Home Economics Education Major**—Undergraduate credits required: Home Economics courses, 42 semester hours; Education courses including general psychology, 28 semester hours. A variation of 6 semester hours is permitted in each field provided the total is 70 semester hours.

**Industrial Education Major**—Undergraduate credits required: Technical shop and drafting courses, 42 semester hours; Education courses including general psychology, 28 semester hours. A variation of 6 semester hours is permitted in each field provided the total is 70 semester hours.

**Vocational Major**—Certified Vocational teachers with a Bachelor's degree in the fields of agriculture, commerce, engineering, industrial education and home economics education who possess 42 technical hours in their specialized fields, and 28 semester hours in education including general psychology may be admitted to graduate work for a vocational major. A variation of 6 semester hours in the technical or education field is permitted, provided the total is 70 semester hours. Students are required to secure statements of certification as vocational teachers from their respective State Vocational Directors.



# COURSE REQUIREMENTS

The graduate program of The Stout Institute is organized in terms of the integrated five year program and in terms of major and minor preparations in the fields of Industrial Education, Home Economics Education, Home Economics, or Vocational Education.

THE INTEGRATED FIVE YEAR PROGRAM: Leaders in teacher education have long recognized that five years are essential to prepare qualified teachers. There are many courses in teacher preparation that cannot be included in a four year program. A sheet called Basic Areas of Educational Preparation is used for the control of student-faculty cooperative planning in terms of a balanced program and professional objectives. Each graduate student will secure one of these sheets from The Director of Graduate Studies and select a major faculty adviser. The basic areas are philosophy of education, psychology, curriculum construction, research procedures, administration, supervision, special professional fields, instruction, social and economic competency, guidance, measurements and evaluation, and field service problems. Students should select courses in terms of undergraduate deficiencies, professional objectives, and major and minor fields.

NORMAL LOAD: Semester hours credit, minimum and maximum. The maximum load that may be taken by a graduate student is sixteen semester hours per semester. Full resident credit will be granted to graduate students carrying a minimum of twelve semester hours credit per semester during the regular academic year. During the six week summer session, the maximum is six, and the minimum is four semester hours.

SENIOR COLLEGE HOURS CREDIT: Fifty percent of the graduate work must be scheduled in graduate courses (500 series). All senior college courses (300-400 series) must be approved on the individual's needs as indicated by present objectives and previous courses. Not more than three seminars, six semester hours in problems in technical shop fields, or six semester credits in workshops may be used for graduate credit. Graduate credit will not be granted for duplicate courses. The student will be held responsible for seeing that duplicate courses are not taken.

GRADUATE COURSES REQUIRED OF ALL STUDENTS: Ed. 501 Research Procedures—2 semester hours. I.E. or H.E. 510 Problems in Industrial Education or Home Economics Education—2 semester hours. Ed. 461 Educational Statistics is recommended for all students who have not taken it for undergraduate credit. These three courses should be taken during the first enrollment or as soon thereafter as possible.

GRADES:

A grade of (B) or better is required for all courses in the major.

A grade of (C) or better is required for all courses in the minor.

ADMISSION TO CANDIDACY: Examinations for admittance to candidacy will be scheduled at the end of the student's first nine weeks of graduate work in the regular session or during the second summer of graduate attendance when the work is being taken in summer sessions. Graduate credit earned will not apply toward the requirements for the degree of Master of Science until after the student has been accepted as a candidate for the degree.

FINAL EXAMINATION: Clearance for the Final Oral Examination is dependent on the satisfactory completion of the following:

a. **Student Credit Sheet**
   (1) Obtain copy from Director of Graduate Studies,
   (2) Obtain signature of Registrar on this sheet, and
   (3) Return to the office of the Director of Graduate Studies.
b. Completion and acceptance of **Thesis Abstract Form.**
c. When final requirements for specified courses and thesis papers have been satisfactorily met, the student will arrange with the Director of Graduate Studies for the final oral examination.

## RESIDENCE REQUIREMENTS

The minimum residence requirement is one academic year or five six-week summer sessions. The acceptance of six semester hours of graduate credit from another accredited institution will reduce the residence requirement to four six-week summer sessions or three quarters (27 weeks) of the regular academic year.

Requirements for the Master's degree must be completed within a six year period. Requests for extensions will be given consideration by the Graduate Committee.

## GRADUATE TUITION AND FEES

Students will pay tuition and fees per semester and during the summer according to the following plan:

| | Regular Session | Summer Session |
|---|---|---|
| **Students taking graduate courses only** | | |
| Non-resident tuition* | $62.00 | 6 weeks $21.00<br>3 weeks 10.50 |
| Graduate course fee per semester hour | 3.00 | $3.00 |
| Health service fee | 2.50 | ..... |
| Activities fee | 9.00 | 3.00 |
| Special examination fee | 2.00 | 2.00 |
| Diploma fee | 5.00 | 5.00 |
| Thesis or Report binding fee | | |
| Thesis ,each | 1.25 | 1.25 |
| Report, each | .35 | .35 |
| **Students taking both graduate and undergraduate courses (split program)** | | |
| Non-resident tuition | $62.00 | 6 weeks $21.00<br>3 weeks 10.50 |
| Graduate course fee per semester hour | 3.00 | $3.00 |
| General fee | 30.00 | 10.00 |
| Health service | 2.50 | ..... |
| Activities fee | 9.00 | ..... |
| Special examination fee | 2.00 | 2.00 |
| Diploma fee | 5.00 | 5.00 |
| Lock deposit (refunded) | 1.00 | ..... |

*Out of state only



## TUITION

Regular session: The tuition charge for nonresidents and the definition of nonresidents are covered in the following quotation from the Wisconsin statutes:

"Any student attending The Stout Institute who shall not have been a resident of the state for one year next preceding his first admission thereto shall pay a tuition fee of one hundred twenty-four dollars for the school year and a proportionate amount for attendance at the summer session." Tuition is payable in advance each semester.

Research expense: All graduate students are required to submit one type written copy of the rough draft of a thesis for correction, three type written copies of the final thesis, Plan B, and four type written copies of the final thesis, Plan A, for final records. The student pays the typist at prevailing typing rates. Maps, charts, questionnaires, etc., must be supplied and paid for by students.

A Student Health fee of two dollars and fifty cents per semester is paid by all students. This fee insures dispensary service, physical examinations and three days of hospital care without charge. After the third day a charge of $1.50 a day will be made for meals. Students rooming in dormitories where meals are served will not be charged for meals while in the infirmary.

The library fee covers the use of the reference library. In certain courses, specific texts will be designated which students will purchase.

The college activities fee covers participation in all of the special activities throughout the year including the college union. Various attractions, social events, and entertainments, besides a number of special educational events, are included. Admission to all of them being covered by the single fee.

### REFUNDS

Students who are compelled to withdraw from college by reason of illness, not due to poor physical conditions or ill health existing before entering, are entitled to a refund of tuition from the date when notice of such withdrawal is received to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to get an occupant at the earliest date possible.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

## HOUSING

### Living Facilities

Accommodations for graduate students may be procured in the city. Rates vary in terms of location and service.

### Dormitories

Dormitories are maintained by the College for both men and women. However, undergraduate reservations normally absorb all available space. Graduate students should not plan on dormitory reservations.

### Housing Reservations

Prospective students are urged to make early reservations for accommodations. All requests for housing should be made on the **Housing Application** form included elsewhere in this bulletin.

Further information regarding men's and veteran's housing may be obtained from the Dean of Men; information regarding women's housing may be obtained from the Dean of Women.

## FELLOWSHIPS

### MARY J. EICHELBERGER FELLOWSHIP

Six fellowships will be awarded each year to graduate students who are qualified to teach or to assist in class and laboratory work. The sum of $360.00 will be paid to each fellow. Selection of candidates is made by a committee of deans and is based upon qualification for a particular assignment on the campus and professional promise.

### STUDENT LOANS

In 1921 Mrs. Mary J. Eichelberger of Horicon, Wisconsin willed to The Stout Institute twenty thousand dollars in preferred stocks and cash. This legacy came to the institution without stipulation as to the purpose or use to which it was to be put. For several years no use was made of this fund.

In 1942 the Administration recommended that the earnings from the principal and such part of the principal as might be necessary should be used in making loans to worthy and capable students when in need. No part of the prinicpal has been used. The fund has, through dividends and interest additions, increased to a considerable sum. Ten thousand dollars is now being used by students in attendance or is being repaid by students who have been graduated.

Students who in the opinion of the Committee are in need of financial aid may be granted a loan from the Student Loan Fund. The Committee considers the scholarship, character, personality, and professional promise of the applicant in granting a loan. The loans are repayable within one year after the student leaves the college.

### SELF-SUPPORT AND STUDENT AID

While there are opportunities for a student attending Stout to earn a part of his expenses, it should be borne in mind that the courses are designed to require the whole of his time and effort and that the amount of outside work he will be able to do cannot be great. For this reason students whose funds are insufficient to meet their expenses for at least the first year, are not encouraged to enter college. Students working to earn part of their expenses are expected to carry a reduced program.

As far as possible, students are employed for extra work about the library, laboratories, and in the cafeteria, and as janitors. Some opportunities offer themselves outside of school agencies. A great deal depends, of course, upon the ability and energy of the individual, and his willingness to do any kind of work. The best places are usually obtained by those who have been in college for some time and have established themselves as good workers.

Stout does not guarantee employment. It does, however, make a special effort through its college employment bureau to place students needing work as a means of paying expenses.



## SUMMER SESSION 1949

The 44th annual summer session of The Stout Institute will be held during the summer of 1949, opening June 20th. The session will be six weeks in length. The large majority of the courses will be on the six weeks basis. There will be some courses available in three week units. Courses are arranged in the schedule to permit the maximum flexibility in combinations to meet current educational needs. The summer session bulletin issued in April gives full information on courses and schedule.

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates have an excellent opportunity for taking advanced work. Both graduate and undergraduate work will be offered. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or homemaking courses will find much of interest in the summer session schedule. The Wisconsin State Board of Vocational and Adult Education through the use of federal teacher training funds is cooperating with The Stout Institute in the preparation of teachers for schools of vocational and adult education. The summer session schedule carries an excellent range of courses required for vocational classification.

Refresher and supplementary courses are planned for teachers meeting new responsibilities in new fields of work and for men and women with practical experience who desire teacher training. Several educational workshops will be included in the summer program. These afford opportunity for individual and group work. Practical solutions of current problems are planned in terms of immediate requirements and for new adaptations and developments.

Special lectures and conferences are included in the summer session program. It has been the policy of the college to secure special speakers particularly well qualified to handle the larger social problems of the present time. Special emphasis is given to the relationships and responsibilities which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the summer session will apply on course requirements where such courses are in the curriculum leading to the degree. The time assigned to summer session courses is increased in sufficient amount to permit students to carry the courses for the same credit as in the regular session.

In the preparation of the summer program certain courses are offered every summer while others are alternated. Students planning to attend several summer sessions should consult advisers at the time of registration. Opportunity is offered in various courses to meet the part of teachers as they meet the new responsibilities of the present.

During the last several summer sessions there has been a very marked trend toward use of the summer session as an extension opportunity for teachers in service. In the 1949 summer session flexibility in the combinations of courses will be planned to meet the varying needs on the part of teachers as they meet the new responsibilities of the present times.

The April issue of The Stout Institute Bulletin is the annual summer session bulletin. This contains general information on the summer session, descriptions of courses, and the summer session class schedule including both undergraduate and graduate work. It will be sent on request.

## GENERAL INSTRUCTIONS FOR THESES—PLAN (A) AND INVESTIGATIONS IN SPECIFIED COURSES—PLAN (B)

The graduate program at The Stout Institute provides opportunities for students to acquire preparation in the understanding, interpretation, and application of research procedures. All students are required to take the basic courses: Ed. 501 Research Procedures, and I.E. 510 Problems in Industrial Education or H.E. 510 Problems in Home Economics Education. Two plans are available for students to apply research procedures to selected education problems. The two plans are as follows:

Plan (A) **Thesis** in major field involving original research.
The research to be prepared according to the approved form. Register for I.E. 570 or H.E. 570, Investigations for 2, 4, or 6 semester hours for a total of 6 semester hours.

Plan (B) **Industrial and Vocational Education**
Papers in two specified (*) graduate courses (500 series) for 3 semester hours each. Papers are to be prepared as part of the requirement in these courses and must conform to thesis standards.

**Home Economics**
Papers in specified Graduate Courses are to be prepared as part of such courses and must be assembled according to approved forms as in Plan (A). Register for one of the following courses: H.E. 532, 518, 550, 540, 560—total credits—6 semester hours.

The student, in conference with a major adviser, should select the plan that meets his professional needs and interests. In a series of conferences with advisers developing the plan for the investigation, certain considerations must be constantly recognized.

1. The investigation should be of significance in its field of education.
2. The investigation should be clearly limited.
3. The investigation should raise distinct questions.
4. The data for research must be available to the investigator.
5. The investigation problem should be within the field and ability of the investigator.

A problem in which an investigation is carried on and a worthwhile contribution made, will be acceptable. It must not be a mere compilation based on individual personal opinion. Where new combinations and new applications appear in the study, they should be checked by a number of competent persons, pooling informed opinions. Preparation of courses of study and curriculum plans derived from class techniques do not constitute acceptable theses. Studies of this type, if permitted at all, should involve survey, analysis or evaluation procedures and should not be titled as courses of study.



## INSTRUCTIONS FOR PLAN (A)

The general instruction for Plan (A) are as follows:

1. Consult the Director of Graduate Studies during your first enrollment period for the purpose of selecting your major faculty adviser.
2. Consult your major adviser to plan total graduate program, to discuss possible investigation problems, and to articulate the problem with your graduate program.
3. Consult your major adviser about the selection of an investigation adviser who directs the student's research.
4. Enroll for course I.E. 570 Investigations or H.E. 570 Investigations. The student may enroll for 2, 4, or 6 semester hours. There must be a total of six semester hours, however, when the investigation is completed. Students should start on the investigation not later than the third quarter during the regular session or later than the third summer session, if the graduate work is pursued during summer sessions only.
5. Fill out three **Preliminary Statement** sheets when the investigation adviser has accepted the plan for the study. Secure these statement sheets from the Director of Graduate Studies and return them to the Director when they have been properly filled out. When completed, the tentative statement sheets are distributed as follows:
   a. One copy to the student.
   b. One copy to the Director of Graduate Studies.
   c. One copy to the investigation adviser.
6. Secure the **Form for Recording the Investigation in Progress** from the Director of Graduate Studies. Fill out the form and return it to the Director promptly. This form is essential to protect the investigator's priority rights for the problem.
7. Secure the **Form for Checking Preliminary Techniques and Devices for Investigations** from the Director of Graduate Studies. Check all techniques and devices to be used in the study. When all the techniques and devices have been prepared, secure the signature of the faculty member who is responsible for the various techniques and devices to be used in the study.
8. Secure a copy of the instructions for the **English Outline** from the Director of Graduate Studies. Prepare an English outline for your study.
9. Check the progress of your study with your investigation adviser periodically.
10. Purchase a **Manual For Writers of Dissertations** by Kate L. Turabian from the Business Manager's office, The Stout Institute. Secure a **Format of the Investigation** for writing theses and specified course papers from the Director of Graduate Studies. In all cases of style that are not covered in the format issued by the Director of Graduate Studies, the student should follow the instructions in the manual by Turabian.
11. Secure a **Form for Checking the Thesis** of six semester hours for Plan (A), from the Director of Graduate Studies.
    When the student has completed the first draft (rough draft) of the study, he should present it to each of the faculty checkers for their review and signatures. When the first draft of the study

has been checked by the faculty members, the student should bring it to the Director of Graduate Studies for instructions for typing the final copy. Four (4) copies of the study should be typed if the student desires a personal copy. When the final copy has been typed, the student should again secure the signatures of the faculty checkers on the **Form For Checking The Thesis.** This final check indicates that the thesis is acceptable and that the student is eligible for the final oral.

12. Secure **Thesis Abstract Form** from the Director of Graduate Studies. Fill out this form and return it to the Director of Graduate Studies prior to the oral examination.
13. When all of the final copies of the thesis have been checked, present them to the Director of Graduate Studies. Arrangements for the final oral examination may then be made.
14. Final Oral Examination—Clearance for the Final Oral Examination is dependent on the satisfactory completion of the following:
    a. **Student Credit Sheet**
        (1) Obtain copy from Director of Graduate Studies,
        (2) Obtain signature of Registrar on this sheet, and
        (3) Return to the office of the Director of Graduate Studies.
    b. Completion and acceptance of **Thesis Abstract Form.**
    c. The date and hour for the Final Oral Examination will then be set by the Director of Graduate Studies.

## INSTRUCTIONS FOR PLAN (B)

### INVESTIGATIONS IN SPECIFIED COURSES

The purpose of **Plan (B)** is to permit students to secure additional course work in place of the thesis. The courses that may be taken are the specified (*) courses listed on the schedule program for a given term. All graduate students are permitted to take specified courses. Students who take the specified (*) courses in place of I.E. or H.E. 570 Investigations, must register for three (3) semester hours in two (2) specified (*) courses and they must follow the instructions for **Plan (B).** The general instructions for students taking the specified courses in place of the thesis are as follows:

1. Consult the Director of Graduate Studies during the first enrollment period for the purpose of selecting your major adviser.
2. Consult your major adviser to plan the total graduate program, to discuss possible investigation problems, and to articulate problems with investigations in specified courses and the total graduate program.
3. Enroll for two (2) investigations in specified courses for three (3) semester hours each, not to exceed a total of six semester hours. Investigations in specified courses should be selected in terms of the student's professional needs and interests.
4. Consult the instructor of the specified course and define an educational problem to be prepared according to research methods as presented in courses Ed. 501 Research Procedures, and I.E. or H.E. 510 Problems in Industrial Education or Home Economics Education. This scientific report is required in addition to the regular class work.
5. Fill out three **Preliminary Statement** sheets when the investigation adviser has accepted the plan for the study. Secure these statement sheets from the Director of Graduate Studies and return them to the Director when they have been properly filled out. When completed, the tentative statement sheets are distributed as follows:
    a. One copy to the student.
    b. One copy to the Director Graduate Studies.
    c. One copy to the investigation adviser.
6. Secure the **Form for Recording the Investigation in Progress** from the Director of Graduate Studies. Fill out the form and return it to the Director promptly.
7. Secure the **Form for Checking the Preliminary Techniques and Devices for Investigations** from the Director of Graduate Studies. Check all techniques and devices to be used in the study. When all the techniques and devices have been prepared secure the signature of the faculty member who is responsible for the various techniques and devices to be used in the study. Use of this form is optional with the faculty adviser.
8. Secure a copy of the instructions for the **English Outline** from the Director of Graduate Studies. Prepare an English outline for your study.
9. Purchase a **Manual For Writers of Dissertations** by Kate L. Turabian from the Business Manager's office, The Stout Institute. Secure a **Format of the Investigation** for writing theses, and specified course papers from the Director of Graduate Studies. In all cases of style that are not covered in the format issued by the Director of Graduate Studies, the student should follow instructions in the manual by Turabian.
10. Secure a **Form for Checking Specified Course Papers** from the Director of Graduate Studies. The instructor will sign this form when the student has satisfactorily completed the rough draft of his paper.
11. After the first draft has been checked by the instructor, and the necessary corrections made, the student should make arrangements with the Director of Graduate Studies for typing the final copy. Three final copies of the specified course paper are required. The student, the instructor, and the Director of Graduate Studies will each receive a copy of this final paper.
12. Final Oral Examination—Clearance for the Final Oral Examination is dependent on the completion of the following:
    a. Student Credit Sheet
        (1) Obtain copy from Director of Graduate Studies,
        (2) Obtain signature of Registrar on this sheet, and
        (3) Return to the office of the Director of Graduate Studies.
    b. When final requirements for specified course papers have been satisfactorily met, the student will arrange with the Director of Graduate Studies for the final oral examination.



### THE MAJOR AND MINOR IN INDUSTRIAL EDUCATION

**Industrial Education Major**—The requirements for the Master of Science degree with a major in Industrial Education are as follows:

Thirty semester hours are required with a distribution of credits as follows:

Twenty semester hours selected from the courses listed for Industrial Education major including one of the following plans:

Plan (A) Thesis in major field involving original research. The research to be prepared according to the approved form. Register for I.E. 570. Investigations for 2-4-6 semester hours, for a total of 6 semester hours.

Plan (B) Papers in two specified (*) graduate courses (500 series) for 3 semester hours each. Papers are to be prepared as part of the requirement in these courses and must conform to thesis standards.

## COURSES

Ten semester hours from the courses listed for the minor in Industrial Education.

**Industrial Education Courses—Major**

| | | | Sem. Hrs. |
|---|---|---|---|
| I.E. | 526 | Administration | 2 |
| Ed. | 472 | Coordination | 2 |
| Ed. | 459 | Curriculum Procedures I (Graphic analysis) | 2 |
| Ed. | 568 | Curriculum Procedures II (Trade analysis) | 2 |
| *I.E. | 537 | Curriculum Procedures III (Course Org.) | 2-3 |
| Ed. | 441 | Educational Evaluation | 2 |
| Ed. | 401 | Guidance | 2 |
| *I.E. | 520 | Labor and Industrial Relations | 2-3 |
| *I.E. | 516 | Problems in Coordination | 2-3 |
| I.E. | 510 | Problems in Industrial Education | 2 |
| *I.E. | 557 | Problems in Graphic Arts | 2-3 |
| *I.E. | 506 | Problems in Supervision | 2-3 |
| *I.E. | 514 | Problems in Technical Fields | 2-3 |
| *I.E. | 560 | Problems in Visual Education | 2-3 |
| *I.E. | 531 | Problems in Vocational Guidance | 2-3 |
| Ed. | 501 | Research Procedures | 2 |
| *I.E. | 533 | Survey Procedures | 2-3 |
| Ed. | 480 | Theory and Organization of General Shop | 2 |
| Ed. | 514 | Vocational Psychology | 2 |
| I.E. | 570 | Investigations | 2-4-6 |

Courses from the vocational major may be selected for the Industrial Education major.

**Industrial Education and Vocational Education Minor (Education)**

| | | | |
|---|---|---|---|
| S.S. | 417 | American Politics | 2 |
| Ed. | 461 | Educational Statistics | 2 |
| S.S. | 407 | History of Americas | 2 |
| S.S. | 410 | Modern World | 4 |
| *Ed. | 513 | Personality and Mental Health | 2-3 |
| Ed. | 500 | Philosophy of Modern Education | 2 |
| Ed. | 502 | Principles of Supervision | 2 |
| *Ed. | 555 | Psychology of Learning | 2-3 |
| S.S. | 409 | Recent History of U. S. | 3 |
| S.S. | 411 | Social Problems | 2 |
| Ed. | 360 | Visual Education | 2 |
| Phy. | 427 | Electronics | 3 |



## VOCATIONAL EDUCATION

The requirements for the Master of Science Degree with a major in Vocational Education are as follows:

Candidates must meet the requirements of The Stout Institute for the Bachelor of Science degree with a major in Vocational Education. They must also be certified vocational teachers. As evidence of their vocational teaching status they must have a statement from their respective state director of vocational education that they are certified vocaional teachers.

Thirty semester hours are required with a distribution of credits as follows:

Twenty semester credits selected from the courses listed for Vocational Education major including one of the following plans:

Plan (A) Thesis in major field involving original research. The research to be prepared according to the approved form. Register for I.E. or H.E. 570—Investigations for 2-4-6 semester hours, for a total of 6 semester hours.

Plan (B) Papers in two specified (*) graduate courses (500 series) for 3 semester hours each. Papers are to be prepared as part of the requirement in these courses and must conform to thesis standards.

## COURSES

Ten semester hours from the courses listed for the minor in Vocational Education.

**Vocational Education Courses (Industrial Education Division)**

**Major**

| | | | Sem. Hrs. |
|---|---|---|---|
| I.E. | 526 | Administration | 2 |
| I.E. | 527 | Area Vocational Schools | 2 |
| I.E. | 521 | Conference Leadership | 2 |
| Ed. | 472 | Coordination | 2 |
| Ed. | 459 | Curriculum Procedures I (Graphic Analysis) | 2 |
| Ed. | 568 | Curriculum Procedures II (Trade Analysis) | 2 |
| *I.E. | 537 | Curriculum Procedures III (Course Org.) | 2-3 |
| Ed. | 303 | Educational Psychology | 2 |
| Ed. | 401 | Guidance | 2 |
| I.E. | 501 | Occupational Hygiene and Safety | 2 |
| Ed. | 402 | Philosophy of Vocational and Adult Ed. | 2 |
| *I.E. | 515 | Problems in Administration of Voc. Ed. | 2-3 |
| I.E. | 519 | Problems in Apprenticeship Training | 2 |
| *I.E. | 516 | Problems in Coordination | 2-3 |
| I.E. | 510 | Problems in Industrial Education | 2 |
| *I.E. | 506 | Problems in Supervision | 2-3 |
| *I.E. | 514 | Problems in Technical Fields | 2-3 |
| *I.E. | 560 | Problems in Visual Education | 2-3 |
| Ed. | 443 | Problems in Teaching Trade and Ind. Subj. | 2 |
| *I.E. | 531 | Problems in Vocational Guidance | 2-3 |
| Ed. | 501 | Research Procedures | 2 |
| *I.E. | 533 | Survey Procedures | 2-3 |
| Ed. | 403 | Trade and Industrial Education Workshop | 2 |
| Ed. | 407 | Teaching Trade and Industrial Subjects | 2 |
| Ed. | 514 | Vocational Psychology | 2 |
| Ed. | 409 | Workshop in Ele. Statistics (Test and Guid.) | 2 |
| Ed. | 491 | Workshop in Occ. Inf. and Guidance | 2 |
| Ed. | 490 | Workshop in Tests and Meas. in Counseling | 2 |
| I.E. | 570 | Investigations | 2-4-6 |

## VOCATIONAL TEACHER CLASSIFICATION

Classification Requirements—Wisconsin Vocational Teachers. The courses referred to as classification courses for Wisconsin Vocational Teachers are as follows:

| | | Sem. Hrs. |
|---|---|---|
| **For All** | | |
| Ed. 402 | Philosophy of Vocational and Adult Ed. | 2 |
| Ed. 401 | Vocational Guidance | 2 |
| Ed. 303 | Educational Psychology | 2 |
| | Elementary Economics | 4 |
| | Socio-Economics Electives | 4 |
| **For Home Economics** | | |
| Ed. 413 | Teaching Voc. and Ad. Homemaking | 2 |
| Ed. 416 | Probs. in Teach Voc. and Ad. Homemaking | 2 |
| **For Industrial Education** | | |
| Ed. 407 | Teaching Trade and Industrial Subjects | 2 |
| Ed. 443 | Problems in Teaching Trade and Industrial Sub. | 2 |

(For detailed information, see Teacher Training Series Bulletins—Wisconsin State Board of Vocational and Adult Education.)

### Home Economics Vocational Education

Candidates for the Vocational Major in Home Economics Education must meet the requirements of The Stout Institute for the Bachelor of Science degree with a major in Vocational Education. They must also be certified vocational teachers. Courses may be selected from the Home Economics Education major or from the Home Economics major. The student should select courses in terms of professional needs with the assistance of the faculty adviser. Twenty semester hours are required in the major field and ten semester hours are required in the minor field. All students are required to include either Plan (A) or Plan (B) in their graduate program.

## GRADUATE STUDIES IN HOME ECONOMICS

The graduate program leading to a Master of Science degree offers advanced students an opportunity to prepare for executive and administrative positions of leadership in the profession. Intensive and specialized courses are provided to enable students to prepare for selected professional objectives. Regardless of the major selected, the following general requirements must be met.

### General Requirements

1. Thirty semester hours of credit are required.
2. Students must follow one of two plans:

   Plan (A) Thesis in major field involving original research. The research to be prepared according to the approved form. Register for H.E. 570—total credits—6 semester hours.

   Plan (B) Papers in specified Graduate Courses. Papers are to be prepared and assembled as in Plan (A). Register for two of the following courses for a total credit of six semester hours:

   H.E. 518 Special Problems in Institutional Administration
   H.E. 532 Special Problems in Foods
   H.E. 540 Special Problems in Family Life Education



   H.E. 550 Special Problems in Clothing, Textiles or Related Art
   H.E. 560 Special Problems in Home Economics Education

   The above listed courses do not have regularly scheduled class meetings. The student working on one of these Special Problems does this work individually under the guidance of a faculty member.

3. Ed. 501 Research Procedures—2 Sem. Hrs.
   H.E. 510 Problems in H.E. Education—2 Sem. Hrs.
4. Special committee: The candidate for the degree of Master of Science in Home Economics must select two members of the faculty to serve as her special committee. These are selected with the approval of the Dean of the Division of Home Economics who is a member of all graduate committees. One of these selected members who is chairman of the committee, must represent the field of concentration; the other may be chosen in a related field, depending upon the program selected by the candidate.

   The committee members' consent to serve, together with the plan for graduate study, must be filed with the Dean of the Division of Home Economics and the Director of Graduate Studies on the proper blank as soon as possible after the initial registration for graduate studies.

   Since admission to graduate status does not necessarily imply that the student is a candidate for an advanced degree, some students find it desirable to take courses without making the above plans. If such a student should decide to become a candidate for an advanced degree, credits will be evaluated by the Graduate Committee. All requirements must be met as outlined in the selected major.

### Master of Science degree with a major in Food and Nutrition

This program is designed to increase the professional knowledge and competency of those engaged in food and nutrition fields. Specialization in these areas may lead to advanced positions in teaching, institution management, dietetics, and nutrition work in schools, public health service, or social welfare organizations. Graduate work in food and nutrition also offers training for students interested in preparing for positions in food demonstration, research, home service, and a wide range of home economics positions in business.

A. 20 semester hours in foods, nutrition, dietetics and institution management.

   I. A minimum of 9 hours in food, nutrition, and dietetics selected with the approval of the adviser from the following courses:

| Course Number and Name | | Sem. Hrs. |
|---|---|---|
| H.E. 310 | Nutrition and Dietetics | 3 |
| H.E. 501 | Trends in Nutrition | 2 |
| H.E. 400 | Food Demonstration | 2 |
| H.E. 418 | Diet in Disease | 3 |
| H.E. 438 | Experimental Food | 3 |
| H.E. 446 | Food Preservation | 2 |
| H.E. 556 | Advanced Experimental Food | 3 |
| H.E. 508 | Food Seminar | 2 |
| H.E. 511 | Nutrition Seminar | 2 |
| H.E. 545 | Workshop in Foods | 3 |

II. A minimum of 5 hours in Institution Administration selected, with the approval of the adviser from the following courses:

| Course Number and Name | | Sem. Hrs. |
|---|---|---|
| H.E. 300 | Applied Institution Management | 3 |
| H.E. 328 | Institution Administration | 3 |
| H.E. 443 | School Food Service | 3 |
| H.E. 452 | Institution Food Preparation | 3 |
| H.E. 513 | Institution Management Seminar | 2 |

B. Eight (8) semester hours selected with the approval of the adviser, from one of the following areas or a combination of these areas: Home Economics Education; Clothing, Textiles, and Related Arts; Family Life; or Related Science. To include:

H.E. 510 Problems in Home Economics Education, which is required of all home economics graduate students.

C. Six (6) semester hours in two specified papers or one thesis.

D. Ed. 501 Research Procedures—2 Sem. Hrs.

**Master of Science degree with a major in Clothing, Textiles and Related Art**

The fifth year curriculum in clothing, textiles, and related art is planned to meet the needs of students whose work necessitates thorough acquaintance with the subject matter in these areas, as teachers, supervisors, extension workers and educational advisers in the commercial clothing field. This curriculum also provides opportunity for enrichment of cultural background and for greater appreciation of creative design.

**Requirements**

A. Twenty (20) semester hours in clothing, textiles, and related art.

I. A minimum of 9 hours in clothing and textiles selected, with the approval of the adviser from the following courses:

| Course Number and Name | | Sem. Hrs. |
|---|---|---|
| H.E. 316 | Clothing Economics | 2 |
| H.E. 412 | Applied Dress Design | 3 |
| H.E. 414 | Children's Clothing | 2 |
| H.E. 471 | History of Costume | 2 |
| H.E. 472 | Advanced Textiles | 2 |
| H.E. 500 | Tailoring | 3 |
| H.E. 514 | Seminar in Clothing | 2 |
| H.E. 544 | Workshop in Clothing | 2 |

II. A minimum of 5 hours in related art selected, with the approval of the adviser from the following courses:

| Course Number and Name | | Sem. Hrs. |
|---|---|---|
| Art 323 | Problems in House Furnishing | 3 |
| Art 332 | Advanced Design | 2 |
| Art 430 | Art History | 2 |
| Art 436 | Costume Design | 2 |
| Art 460 | Creative Arts | 3 |
| Art 526 | Seminar in Related Art | 2 |

B. Eight (8) semester hours selected, with the approval of the adviser, from one of the following areas or a combination of these areas: Home Economics Education, Food and Nutrition, Family Life, Related Science. To include:

H.E. 510 Problems in Home Economics Ed. which is required of all home economics graduate students.



C. Ed. 501 Research Procedures—2 sem. hrs.

D. Six (6) semester hours in two specified papers or a thesis.

**Master of Science degree with a major in Home Economics Education**

This program is primarily directed toward the extension of the professional training of home economics teachers. Graduate work in this area is becoming increasingly essential because of present day demands for higher degrees. This program is also designed for those who wish to enter the fields of supervision, administration, or teacher education.

**Requirements**

A. Twenty (20) semester hours in education, social science, home economics.

| Course Number and Name | | Sem. Hrs. |
|---|---|---|
| I.E. 526 | Administration Vocational Education | 2 |
| Ed. 436 | Course Development | 2 |
| Ed. 472 | Coordination—Vocational Home Economics | 2 |
| Ed. 520 | Current Problems in Home Economics | 2 |
| H.E. 537 | Curriculum Procedures III | 2 |
| Ed. 441 | Education Evaluation | 2 |
| Ed. 500 | Philosophy Modern Education | 2 |
| Ed. 402 | Philosophy of Vocational and Adult Ed. | 2 |
| H.E. 506 | Problems in Supervision | 2 |
| Ed. 416 | Problems Vocational and Adult Homemaking | 2 |
| Ed. 555 | Psychology of Learning | 2 |
| Ed. 513 | Psychology of Personality and Mental Hygiene | 2 |
| H.E. 521 | Problems in Guidance | 2 |
| Ed. 501 | Research Procedures | 2 |
| H.E. 510 | Problems in Home Economics Education | 2 |
| H.E. 561 | Seminar in Home Economics Education | 1 |
| H.E. 560 | Special Problems in Home Economics Ed. | 4-6 |
| Ed. 461 | Educational Statistics | 2 |
| H.E. 533 | Survey Procedures | 2 |
| Ed. 413 | Teaching Vocational and Adult Homemaking | 2 |
| H.E. 570 | Investigations—Plan A | 6 |
| Ed. 415 | Vocational and Ad. Hmkg. Ed. Wrkshp. | 2-4 |
| Ed. 508 | Curriculum Studies in Home Economics | 2-4 |
| Ed. 490 | Workshop in Tests and Measurements | 2 |
| Ed. 502 | Principles of Supervision | 2 |
| S.S. 409 | Recent History of U.S. | 3 |
| S.S. 411 | Social Problems | 2 |
| Ed. 360 | Audio-visual Education | 2 |
| Ed. 401 | Guidance | 2 |
| S.S. 417 | American Politics | 2 |
| S.S. 410 | Modern World | 4 |
| S.S. 411 | Social Problems | 2 |
| Ed. 490 | Workshop in Tests and Measurements | 2 |
| * | Thesis or Specified Papers | 6 |

B. Ten semester hours selected from graduate college courses in home economics approved on the basis of individual needs.

# DESCRIPTION OF COURSES

Courses marked by asterisk (*) are specified courses for Industrial Education. For description see material on graduate program elsewhere in this bulletin.

## PSYCHOLOGY

**Education 303 Educational Psychology**

Prerequisites: Education 123, General Psychology.

A course designed to give the prospective teacher an understanding of and practice in applying the principles of educational psychology. The content covers child and adolescent development, emphasizes learning and its guidance, the individual student, and, the implications of interests and attitudes.

Sem. I, II. Credit: 2

Oetting

**Education 513 Personality and Mental Health**

Prerequisite: Graduate Standing.

A study of the nature of personality and of the conditions which make for its wholesome development and integration. Attention is given to the various means that the teacher and the school employ to bring about this growth through mentally healthy living. Personality inventories and scales are studied and used for self-analysis.

Sem. I, II. Credit: 2

Oetting

*** Education 555 Psychology of Learning**

Prerequisite: Graduate Standing.

A study of the nature and conditions of learning evidenced by laboratory research and supplemented by classroom observation. Every effort is made to bring findings to bear on industrial, vocational, and home economics education.

Sem. I, II. Credit: 2

Oetting

## EDUCATION

**Education 492 Administation in Vocational and Adult Education**

Prerequisites: Senior undergraduate or graduate standing and teaching experience. This workshop is planned for administrators, or people looking forward to such work. Federal, State, and Local relationships will be considered with emphasis on local administration. The following points will be studied: the formulation and execution of policies; preparation, presentation and operation of budget; plans for cooperation with other agencies; operating procedures in the part-time school; state and federal aids and their distribution; the selection, training, and assigning of duties of teachers, supervisors and coordinators; the planning and writing of reports of meetings of Boards, Advisory Committees, and Staff; office organization and procedures—records, reports, inventories, and accounting.

SS. Credit: 2

Staff

**Education 360 Audio-Visual Education**

Prerequisite: Junior Standing in Education.

Experience in the construction of various training aids including slides, film strips, still pictures, charts, and models. Practice in planning and presenting a lesson utilizing training aids. Proficiency development in operating, adjusting and servicing typical audio-visual equipment. Experience in locating, ordering and handling audio-visual aids. Discussion of administrative problems concerning initiating and operating an audio-visual program in the school.

Sem. I, II. Credit: 2

Barnard

**Education 472 Coordination**

Prerequisite: Graduate or advanced standing.

Elements and principles of coordination in vocational education are studied. History, function, and importance of advisory committees and apprenticeship are reviewed. Occupational information, visitation, counseling, class organization, conference leadership, and evaluation are considered. The work-experience program in general education is also presented.

Sem. I, II. Credit: 2

Anderson

**Education 470 Conference Leadership**

Prerequisite: Methods of Teaching Industrial Subjects or equivalent.

Study and practice of the principles and techniques of conference leading as an instructional device in vocational education.

SS. Credit: 2

Staff

**Education 520 Current Problems in Home Economics**

Prerequisite: Graduate Standing.
Identification and analysis of problems current in the field of home economics education today. Selection and preparation of materials and some analysis of techniques for solving and an individual problem will be worked out in a term paper.
Noble Credit: 2

**Education 459 Curriculum Procedures I (Graphic Analysis)**

Prerequisite: Graduate or advanced undergraduate standing.
Material is developed in graphic analysis form for use in curriculum revision and expansion in general and vocational education. Specific graphic material is prepared using relationships as found in organizations, in typical content, in travel or flow analysis, and in typical index layouts. Current trades and occupations are used for source material in identifying instructional and guidance programs under modern social-economic pressures. Graphic analysis procedures are defined for the continuous identification and interpretation of technological content, of new organization structures and new distributions of functional definitions to keep pace with change in modern occupations.
SS. Credit: 2
Bowman

**Education 568 Curriculum Procedures II (Trade and Job Analysis)**

Prerequisite: Graduate standing. Not available to persons who have had Education 468 or Education 234.
Study of systems of analysis of occupations for instructional purposes and for personnel work. Project in development of complete analysis of an occupation for instructional use.
Sem. II. Credit: 2
Fryklund

**Education 508 Curriculum Studies in Home Economics**

Prerequisite: Graduate Standing.
Review of recent educational literature on curriculum planning. Principles of curriculum construction. Evaluation of curriculum practices and techniques. Students may work on their own curriculum problems.
SS. Credit: 2 or 4

**Education 441 Education Evaluation**

Prerequisite: Education 222 or Education 320.
Study of techniques for writing examinations and performance tests. Characteristics and limitations of different types of test questions. Interpretation of test scores by means of statistical procedures.
Sem. I, II. Credit: 2
Jarvis

**Education 451 Evaluation in Home Economics Education**

Prerequisite: Graduate or senior standing.
Criteria, techniques and devices for evaluating the secondary home economics program. Opportunity for developing measuring devices within this area.
SS. Credit: 2

**Education 401 Guidance**

Prerequisite: Senior undergraduate or graduate standing.
Overview of the needs, problems, procedures and services of a comprehensive guidance program. The course is designed to develop a sympathetic understanding of the broad aspects of guidance as they apply to all teachers. Also, to recognize the distinction between problems which may well be solved by the class room and home room teacher, and those which should be referred to specialists. Emphasis is given to the Individual Inventory. Occupational Information and Training Opportunities, Counseling and Coordination Procedures, Placement and Adjustment, and the Organization and Administration of the Program.
Brown Credit: 2

**Education 502 Principles of Supervision**

Prerequisite: Graduate Standing.
Basic principles, types, functions, organization, and plan of supervision. Interpretation and application of creative supervision plans. Individual and class projects concerned with applied methods of supervision in selected educational areas.
Sem. I, II. Credit: 2
Wigen

**Education 443 Problems in Teaching Trade and Industrial Subjects**

Individual work representing approved practice in the writing of text material that can be of immediate use in vocational classes. The writing of specific instruction sheets and the preparation of test material suitable for use in vocational classes.
SS. Credit: 2
Staff



**Education 416 Problems in Teaching Vocational and Adult Homemaking**

Prerequisites: Education 402, Philosophy of Vocational and Adult Education 413, Teaching Vocational and Adult Homemaking. Completion of a four year college course in home economics. Three years of teaching experience in a vocational school.
This course is a specific requirement for teacher classification by the State Board of Vocational and Adult Education, intended for homemaking teachers in the vocational schools of the state. Problems of special difficulty common to experienced teachers in this field will be analyzed and solutions suggested based upon statement of facts, the drawing out of controversial viewpoints, the facing of issues with their resulting consequences, the making of tentative decisions and the developing of possible procedures of action for each of the problems presented within the group.
SS. Credit: 2
Staff

**Education 500 Philosophy of Modern Education**

Prerequisite: Graduate Standing.
A study of the main schools of educational philosophy and of their influence in contemporary education thought and practice. Points of agreement and of conflict. The comparative approach is used.
Price Credit: 2

**Education 402 Philosophy of Vocational and Adult Education**

A general acquaintance course in the philosophy, organization, and administration of vocational and adult education for the out-of-school group. Emphasis is placed upon the history and development of the vocational school in the nation with special attention given to the Wisconsin plan; federal and state laws affecting vocational needs, interests and abilities: desirable characteristics of the vocational school teacher; coordination; cooperation with the Industrial Commission and the Rehabilitation Division.
Sem. II, and SS. Credit: 2
Barnett

**Education 501 Research Procedures**

Prerequisite: Graduate Standing.
Systematic survey of the basic problems, methods, and tools for scientific studies in education. Designed to enable the student to see educational problems in their relation to each other, and to attack and solve such problems. The course offers a basis for approaching with scientific attitude other graduate courses. Special attention is given to the surveying and setting up of research techniques for problems in industrial arts, home economics and vocational education.
Sem. I, II. Credit: 2
Anderson

**Education 461 Statistics**

Prerequisite: Senior Standing.
Methods of collecting, recording, evaluating, and interpreting educational data.
Sem. I, II. Credit: 2
Rich, Jarvis

**Education 407 Teaching Trade and Industrial Subjects**

Recognized principles of teaching applied to typical shop situations as found in the school of vocational and adult education. Methods of teaching based upon the psychological aspects of learning as applied to both shop and related subjects. Topics considered are (1) the use of the lesson plan and the job sheet; (2) the demonstration, both for approaching with scientific attitude other graduate courses. Special attention is given to the surveying and setting up of research techniques for problems in industrial arts, home economics and vocational education. (3) individual practice, the follow-up on the demonstration; (4) assignment of reading and observation; (5) the notebook and note checking; (6) the lecture or class talk; (7) reports by pupils; (8) questioning; (9) checking and testing, examinations; (10) the use of models, charts, graphs, and diagrams; (11) the use of pictures of various kinds; (12) shop hygiene and safety; (13) management routine, details, and discipline; (14) tool room procedure; (15) the maintenance of tools, apparatus, and equipment; and (16) the selection, care, and purchase of supplies.
SS. Credit: 2
Staff

**Education 413 Teaching Vocational and Adult Homemaking**

Methods of instruction adapted to meet the needs, interests and abilities of juveniles and adults in vocational schools. Co-curricular activities will be included with emphasis upon club work, home experiences, school lunch programs, guidance, community contacts and summer community programs. Work experiences will be provided to supplement the content of the course wherever there is a worthwhile relationship and it is considered a practical teaching experience for the students in their pre-service training.
Sem. I, II, and SS. Credit: 2
Barnett

**Education 480 Theory and Organization of General Shop**

Prerequisite: Senior Standing (Junior Standing permissable if student has senior standing in educational sequence.)

The history of the general shop, including an analysis of the educational considerations, the identification of all types of general shops with a study of each to include pupil classifications of boys and girls, equipment combinations, shop operating problems, including those of personnel organization, stock room and store room organization and operation. Direct observation in the several types of general shops in The Stout Institute and assignments as assistants in student teaching practice classes in selected general shops. The identification of instructional methods, teaching devices, and preparation procedures in preparing instructional material. Identification of related information, classifications and sources.

Sem. I, II, and SS. Credit: 2

Chinnock, Brown

**Education 409 Workshop in Elementary Statistics (Testing and Guidance)**

Prerequisite: Senior undergraduate or graduate standing or teaching experience.

The selection and interpretation of tests depend upon an understanding of the basic statistical techniques underlying their construction. An understanding of the terminology in the field of tests and measurements is essential for the administrator as well as the specialist and guidance counselor. Stress will be put upon the meaning and use of the necessary vocabulary terms with a minimum of statistical problem solving. By reducing this mathematical work to a minimum, time will be available for interpretation and application of the basic statistical procedures.

SS. Credit: 2

Staff

**Education 491 Workshop in Occupational Information and Guidance**

Prerequisite: Senior undergraduate or graduate standing and teaching experience.

This workshop is planned specifically for counselors and teachers who have or expect to have counseling or guidance responsibility to assist them in developing their guidance program. Topics to be taken up will be: Working Definitions of Individual Pupil Cumulative Records; Counseling, including simple interview, and Techniques, and the setting up of a Guidance program.

SS. Credit: 2

Staff

**Education 490 Workshop in Tests and Measurements in Counseling**

Prerequisite: Senior undergraduate or graduate standing and teaching experience.

This workshop deals with the use of tests in counseling and is planned specifically for counselors and teachers who have or expect to have counseling responsibilities. The different types of tests such as pencil and paper performance, individual, group, interest, timed and non-timed, aptitude, achievement, and personal inventories, will be studied and sample applications made. Their selection, uses, and interpretation will be fully investigated.

SS. Credit: 2

Staff

**Education 415 Workshop in Vocational and Adult Homemaking Education**

An educational plan which provides opportunity for teachers, coordinators, and local supervisors of homemaking to obtain needed information in solving vocational problems related to specific school and community situations. Emphasis may be placed upon: developing a method of procedure and teaching aids suitable to use in local teacher training of the part-time evening school teachers; constructing a plan and teaching materials applicable to instruction of returned service men and women desiring technical skill in the arts of homemaking; organizing a guide and educational materials appropriate for the contribution of service to the State and local Family-Life program. The keynote of the workshop will be flexibility, active interchange of ideas, attention to individual and group needs with democratic sharing of responsibilities in working out helpful materials for use in vocational schools.

SS. Credit: 2 or 4

Barnett

**Education 403 Workshop in Vocational Education**

Prerequisites: Senior undergraduate standing, graduate standing or experience in vocational teaching or industry.

Through individual and group assignments a flexible series of opportunities will be available to work out practical teaching problems in connection with the teaching of trade and industrial subjects in vocational and adult education schools. The credit in this "workshop" will be supplementary to classification courses and will not be substituted in lieu of classification courses. The problems worked out by the students will be specifically practical. Definite standards of practicability will be set up which must be met in order to secure credit. Efforts will be made to group students in small groups where the common factors in their individual problems makes grouping possible. Progress reports will be made from time to time by individuals and small groups, especially on those phases of problems which have a significance in common with all the members in the work shop group. Typical areas of professional preparation would be: Adaption of Instructional Material to Specific Requirements; Identification and Analysis of Instruction Content; Shop Management and Records; Demonstration Procedures; Shop Lay-outs. The maximum amount of credit which may be completed in three weeks in the Trade and Industrial Education Workshop will be two semester hours. If the student is able to identify and define satisfactory problems, the student may if he so desires take a maximum of four semester hours in the Trade and Industrial Education Workshop by taking two three week periods of work. The Workshop is planned to be of specific assistance in maintaining strong and adequate instruction in the various phases of trade and industrial work meeting the many problems of volume, urgency, and changing content.

SS. Credit: 2 or 4

Staff



## INDUSTRIAL EDUCATION AND HOME ECONOMICS EDUCATION

**Industrial Education 526 Administration**

Prerequisite: Graduate Standing.

Philosophy and principles underlying the functional organization and operation of public education in the United States. Examination of prevailing practices of school management.

Sem. II. Credit: 2

Bowman, Anderson

**Education 436 Course Development**

Prerequisite: Parallel or following Education 320, Methods of Teaching Home Economics.

A consideration of the practices and techniques involved in the development of Home Economics courses, principals underlying course revision, and the preparation of resource units.

Sem. I, II. Credit: 2

Nelson

*** Industrial Education 537 and H.E. 537 Curriculum Procedures III (Course Organization)**

Prerequisite: Curriculum Procedures II or permission of the instructor.

The development of understandings of the principles that underlie effective course building are reviewed. It provides experience in actually planning, organizing, and building a course of study. The philosophical, psychological, sociological, and economic determinates of course offerings are reviewed. The selection of aims, subject matter, projects or problems, teaching methods, instructional aids, and tests are studied and applied. Each student is expected to write a course of study in an area of his choice.

Sem. I, II. Credit: 2 or 3

Anderson, Nelson

**Industrial Education 463 Industrial Arts Education Workshop**

Prerequisite: Senior undergraduate standing with civilian or armed service experience in teaching.

Primarily for teachers with experience who have selected problems on which they wish to do further study. Opportunity will be given for work in typical areas such as: preparation and use of instruction material; methods of instruction; teaching as well as instructional management aids; shop business management; shop planning and evaluation; others may be chosen as the need is indicated. Group as well as individual studies made in the above or other industrial arts areas.

SS. Credit: 2

Chinnock and others

**Industrial Education 570**
**Home Economics 570 Investigation—Plan (A)**

Prerequisites: Education 501, Research Procedures and I. E. 510, Problems in Industrial Education or H. E. 510, Problems in Home Economics Education.

Independent research on thesis under direction of investigation adviser. Selection of problem development of outline, review of literature, compilation of bibliography, plan method of attack, conduct research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours credit, for a final total of six.

Sem. I, II. Total Credit: 6

Staff

*** Industrial Education 560**
**Problems in Audio-Visual Education**

Prerequisites: Graduate Standing, Education 360.

Each problem is selected on the basis of the individual's needs and interests, on his previous experience, and on the educational value of the project. A report is required, written in approved form, to cover such details as the purpose of the problem, review of the literature, methods employed, summary, conclusions, and recommendations.

Sem. I, II, and SS. Credit: 2 or 3

Barnard

*** Industrial Education 557 Problems in Graphic Arts**
Prerequisite: Graduate Standing.
Work in this course is based on individual projects affording opportunity to experiment in the field of graphic arts in advance of opportunities offered in regular courses. Projects selected must contain approved factors of educational significance, technical accuracy, and be of a type not previously covered by the individual. Definite use of shop laboratories as well as literature is expected. Work is carried on by arrangement and conference and is put in permanent form by means of a term paper.
SS. Credit: 2 or 3
Baker

*** Industrial Education 531**
*** Home Economics Education 531 Problems in Guidance**
Prerequisites: Education 401, Graduate Standing.
Identification and analysis of field problems in the area of guidance services. Selection of materials, development of methods, and preparation of the instruments in a term report on the problem or problems of the student's choice.
Sem. I, II. Credit: 2 or 3
Brown

**Industrial Education 510 Problems in Industrial Education**
**Home Economics 510 Problems in Home Economics Education**
Prerequisites: Research Procedures, Education 501.
Applied research course—Interpretation and application of research procedures, use of scientific methods for thesis problem, and orientation of student in terms of selected thesis.
Sem. I, II. Credit: 2
Wigen

*** Industrial Education 506**
*** Home Economics Education 506 Problems of Supervision**
Prerequisites: Principles of Supervision, Education 502.
Interpretation and application of basic principles of supervision. Individual project: selection analysis, interpretation, and application of plans for a selected supervisory activity. The emphasis of this course is the application of scientific methods for solving supervisory problems.
Sem. I, II. Credit: 2 or 3
Wigen

*** Industrial Education 533**
*** Home Economics Education 533 Survey Procedures**
Prerequisite: Graduate Standing or advanced standing.
Techniques and methods used in conducting a community occupational survey. The need, interpretation, and use of this research is studied. Problems of organization and sponsorship are reviewed. The elements of content, personnel, budget, forms and publication are given rather intensive treatment. A review of the literature and of published reports on community occupational surveys is made.
Sem. I, II. Credit: 2 or 3
Anderson

### PHYSICS

**Physics 427 Physics IV Electronics**
Prerequisites: Physics 421 and 423, or consent of the instructor.
An introduction to the study of electron tubes at work. The control of the action of machines used in industry by means of electronic devices.
Sem. II. Credit: 3
Rich

### SOCIAL SCIENCES

**Social Science 417 American Politics**
Analysis of modern political parties, nominating methods, campaigns, elections, practical politics in legislative bodies, machines and bosses, and other division of present day American politics. Reforms and remedies for existing political malpractice are critically examined.
Sem. II. Credit: 2
Agnew

**Social Science 407 History of the Americas**
Prerequisites: Social Science 201, 309, or consent of instructor.
The objective in the course is an understanding of the backgrounds of American history in hemispheric relationships. While the basic emphasis will be upon the history of the United States of America, since it is a more familiar point of departure, the ultimate goal is to provide a setting for the student's thinking that gives horizontal and vertical prospective; a breadth of scope that will include Canada and the Latin Americas, and a depth that will suggest Occidental and Oriental influences.
Sem. I, II. Credit: 4
Agnew



*** Social Science 520 Labor and Industrial Relations**
Prerequisite: Graduate Standing.
A study of accepted and currently disputed practices in labor organization, management organization in dealing with labor, and labor and management relations, including the role of the government in the adjustment of labor management disputes; recent labor laws.
Sem. I, II. Credit: 2 or 3
Agnew and Others

**Social Science 410 Modern World**
Prerequisites: Social Science 201, 309.
A course concerned primarily with direction pointing movements in modern history which have influenced and shaped the society in which we live. The objective is to provide an understanding of historical "patterns" which will aid the student in evaluating modern trends in terms of historical backgrounds and provide a frame of reference for interpreting the contemporary world.
Sem. I, II. Credit: 4
Agnew

**Social Science 409 Recent History of U. S.**
A study and interpretation of American history in the twentieth century. Emphasis is put on those developments which best help to explain present United States conditions. Some time is devoted to the study of recent world problems in which the United States has played a part.
Sem. II. Credit: 2
Agnew

**Social Science 411 Social Problems**
Prerequisite: 9 hours of social science or consent of instructor.
A study of the major social problems and tensions in American life which need to be analyzed, interpreted, and understood for effective living in American democratic society. Students will study and participate in the development of solutions for these problems.
Sem. II. Credit: 2
Sutker

# HOME ECONOMICS

### RELATED ART

**Art 332 Advanced Design**
Prerequisite: Art 106.
Creative experience in color and design. Design applications related to clothing and interior decoration. Experiences in techniques of textile design; block printing, stencil, silk screen, batik, stitchery and dyeing. Considerations of applied design and structural design.
Sem. I. Credit: 2
Niebauer

**Art 430 Art History**
Survey of the fine arts in the most significant periods with emphasis on contemporary work. Visits to museums and galleries.
Sem. I, II. Credit: 2
Niebauer

**Art 436 Costume Design**
Prerequisite: Home Economics 218.
Creative approach to clothing design. Experiments with different sources for original design.
Sem. II. Credit: 2
Niebauer, Postman

**Art 460 Creative Arts**
Prerequisite: Art 400.
The student specializes in the mediums which are best suited to her interests and ability.
Sem. II. Credit: 2
Niebauer

**Art 323 Problems in House Furnishing**
Prerequisite: Art 334.
A course in which curtains, slip covers, and other articles for the house may be planned, and made, and furniture reconditioned.
Sem. I, II. Credit: 2
Niebauer

**Art 526 Seminar in Related Art**
Prerequisite: Graduate Standing.
Flexible course in related arts in which the interests and needs of the students will be given important consideration. Fundamental material such as art philosophy and understanding will be studied, with a view to aiding in the integration of art with home economics subject matter.
SS. Credit: 2
Niebauer

## FOODS, DIETETICS, AND INSTITUTION MANAGEMENT

**Home Economics 556 Advanced Experimental Foods**
Prerequisites: Home Economics 438 or its equivalent, Graduate Standing.
Directed individual investigation in food preparation. Involves an extensive study of principles and applications of research methods as applied to food investigations. Intensive literature review of study undertaken.
SS. Credit: 3 or 4

**Home Economics 442 Advanced Food Preparation**
Prerequisites: Home Economics 230 or its equivalent, Senior or Graduate Standing.
This course to be offered to students desiring to study the best and newest food preparation methods recommended for conserving food nutrients.
SS. Credit: 2 or 4

**Home Economics 300 Applied Institution Management**
Prerequisite: Home Economics 308.
Students prepare and serve meals in the college tea room under the direction of a student manager. Special emphasis is placed on meal planning, recipe selection, the most economical use of materials and time, dining room management, food preparation, and cost control. Different institution management problems are discussed.
Sem. I, II. Credit: 3
Killian

**Home Economics 418 Diet in Disease**
Prerequisites: Home Economics 310, Physiology 362 (may parallel).
The study of the modification of a normal diet as affected by certain diseases. Experiments and problems with respiratory apparatus, calorimeter and laboratory animals.
Sem. II. Credit: 3

**Home Economics 438 Experimental Foods**
Prerequisites: Home Economics 230, Chemistry 208.
Experimentation with selected food materials, techniques, and equipment. Each student is also given the opportunity for directed study and work on an individually chosen area.
Sem. I, II. Credit: 3

**Home Economics 400 Food Demonstrations**
Prerequisites: Home Economics 230, 308.
Study and application of the technique involved in planning and giving demonstrations. Observation of demonstrations given by Home Economics specialists in the commercial field.
Sem. I. Credit: 2
Carrison

**Home Economics 446 Food Preservation**
Prerequisite: Home Economics 230.
An extensive study and practical application of the methods and principles of food preservation. Special attention given to freezing of foods.
SS. Credit: 2

**Home Economics 508 Food Seminar**
Prerequisite: Graduate Standing.
Discussion and interpretation of recent developments in foods.
SS. Credit: 1

**Home Economics 328 Institution Administration**
Prerequisites: Home Economics 452 or 300.
A study of the organization and administration of the food service in various types of institutions such as hospitals, schools, and commercial establishments. The course includes personnel management problems, purchasing methods, the keeping of records and accounts, and housekeeping management.
Sem. II. Credit: 3
Killian

**Home Economics 452 Institution Food Preparation**
Prerequisites: Home Economics 230, 308.
The laboratory work consists of planning of meals for the institution, standardization of recipes, calculation of food costs, the operation and care of equipment, together with the preparation of food for the college cafeteria. The specific problems of food selection and large quantity preparation are discussed in the lecture period.
Sem. I. Credit: 3
Killian



**Home Economics 513 Institution Management Seminar**
Prerequisites: Home Economics 452 or 300 and Home Economics 328, Graduate Standing.
Discussion and interpretation of recent developments in Institution Management.
SS. Credit: 1
Killiam

**Home Economics 310 Nutrition and Dietetics**
Prerequisites: Home Economics 212, Dietetics 322 (may parallel).
Aims to continue the study of the science of nutrition, stressing the environmental, physical and chemical factors involved in the digestive and metabolic processes. Planning of dietaries.
Sem. I. Credit: 3

**Home Economics 511 Nutrition Seminar**
Prerequisite: Graduate Standing.
Reports, discussions and readings.
SS. Credit: 1

**Home Economics 501 Trends in Nutrition**
This course aims to bring students up-to-date on the changing methods of study and direct thinking to the newer nutritional studies.
SS. Credit: 2

**Home Economics 443 School Food Service**
Prerequisites: Home Economics 212 and Home Economics 308 or its equivalent.
Educational possibilities of this program will be considered, also detailed studies of provisions for the school lunch program, management, menu planning, food preparation and service.
SS. Credit: 2 or 3
Killian

**Home Economics 545 Workshop in Foods**
Prerequisite: Graduate Standing.
Members of this group are given opportunity to meet their specific needs through individual development of subject matter, evaluation instruments, instructional materials, and demonstration techniques.
SS. Credit: 2 or 4

## CLOTHING AND TEXTILES

**Home Economics 472 Advanced Textiles**
Prerequisite: Home Economics 315.
Study of investigations and new developments in the textile field. Opportunity for individual problem.
SS. Credit: 2
Van Ness

**Home Economics 412 Applied Dress Design**
Prerequisite: Home Economics 218.
Practical application of principles of costume design through planning and construction of garments by various techniques including draping. Emphasis on individuality in costume through appropriate use of line, proportion, color and texture. Field trip required.
Sem. II. Credit: 2 or 3

**Home Economics 414 Children's Clothing**
A study of the problems involved in the selecting, planning, and making of children's clothing. Emphasis is placed on the relation of design to self development. Garments are designed and made for children who can be studied in the laboratory.
Sem. I. Credit: 2
Jeter

**Home Economics 316 Clothing Economics**
Prerequisite: Home Economics 317.
Buying points of clothing; evaluation of buying guides; study of clothing plans for good management of individual and family clothing.
Sem. II, SS. Credit: 2 or 3
Van Ness

**Home Economics 471 History of Costume**
Prerequisite: Junior Standng.
A study of the development of costume. Factors which influence change in fashion, qualities in style that make for lasting beauty; influence of the past on present-day costume.
Sem. I. Credit: 2
Jeter

**Home Economics 514 Seminar in Clothing**

Prerequisites: Home Economics 218, Home Economics 315, Graduate Standing.
Problems involved in the selection, adaption, and presentation of clothing subject matter to meet various conditions. Choice of problems based on needs and interests of individual students.
SS. Credit: 1
Jeter

**Home Economics 500 Tailoring**

Prerequisites: Home Economics 218, Graduate Standing.
Application of tailoring techniques in the making of a suit or coat. Preparations of illustrative material for teaching.
Jeter Credit: 2 or 3

**Home Economics 544 Workshop in Clothing**

Prerequisites: Graduate standing and teaching experience.
Opportunity to do intensive work in some aspect of clothng study, working cooperatively in small groups.
SS. Credit: 2

CUT HERE

THE STOUT INSTITUTE
**Menomonie, Wisconsin**

# HOUSING APPLICATION

Date of application _____

For the term beginning _____

Name _____ Veteran _____

Address _____ Non-Veteran _____
STREET

_____ _____ Telephone _____
CITY STATE

Age _____ Single _____ Married _____ Children _____

Ages _____

Race: White _____ Black _____ Yellow _____ Indian _____ Other _____

Year in college _____ Teaching experience in years _____

Type of housing reservation requested: (Check)

Room in dormitory _____

Room in private home _____

Light housekeeping quarters (for married couples) _____

Apartment (for married students) _____

Other (specify) _____

Check the following **when they apply:**

I will have a car with me _____

My family (wife and children) will be with me _____

NOTE: See the college bulletin for information concerning residence requirements in the dormitories.

No definite housing arrangements will be made until the student has been admitted to the college.

Men return this blank to: Dean Merle M. Price, Dean of Men.

Women return this blank to: Dean Keturah Antrim, Dean of Women.

# THE STOUT INSTITUTE
**Menomonie, Wisconsin**

# APPLICATION FORM

Director of Graduate Studies
The Stout Institute
Menomonie, Wisconsin

Date_____ 19_____

(Type or Print Plainly)

Name in Full _____
Last First Middle Date of Birth

Home Address _____
Number and Street (or RFD) City State

Name and address of person to be notified in case of emergency.

_____
Full Name Address City State Phone

Have you been admitted to the Graduate Program? _____
Yes—No Year

Have you done any graduate work at The Stout Institute? _____
Yes—No

In which division of the graduate studies do you plan to enter?

Industrial Education _____ Home Economics _____

When? First Semester _____ Year Second Semester _____ Year Summer _____ Year

Degree Held? _____ Major _____ Minor _____

What College? _____ Year Granted _____

Grade Point Ratio _____ (Must be equivalent to a C plus)

Certified Vocational Teacher? Yes_____ No_____

Teaching Experience (Major subjects and number of years)

_____

_____

_____

Present Position _____

Practical experience other than teaching. (Field of work and number of years.)

_____

_____

Students who desire admittance to the Graduate Program at The Stout Institute and who are graduates of other colleges or institutions should have an official transcript of credits from **all** other schools attended as an undergraduate forwarded to the Registrar of The Stout Institute.

(Note: Please enclose a small unmounted photograph with this application.)

The Stout Institute
Graduate Studies
September 6, 1949

PLAN "B" (Revision)

The following information will supplement the "Instructions For Plan "B" found on pages 26-27 in the Graduate Studies 1949-1951 Bulletin.

The purpose of Plan "B" is to permit graduate students to secure additional course work in place of the thesis. Under the revised program, effective September 1949, students who elect this plan will:

a. Register for I.E. #571 Investigation for four semester hours' credit.

b. Write one four-credit paper to be called an Investigation.

c. Take a total of twenty-six semester hours of course work in addition to the Investigation.

This revised plan will not be retroactive. Graduate students matriculating in September 1949 and others who have not already started on Plan "B" may elect this new plan.

The general instructions for students taking this revised plan are as follows:

1. Consult the Director of Graduate Studies during the first enrollment period for the purpose of selecting your Major Adviser.

2. Consult with your Major Adviser to plan the total graduate program, to discuss possible Investigation problems, and to select a tentative sequence of courses.

3. Enroll in I.E. #571, Investigation, for four semester hours credit. The Investigation should be selected in terms of the student's professional needs and interests.

4. In consultation with your Major Adviser, select an Investigation Adviser who will be responsible for the Investigation. This Investigation problem should be prepared according to research methods as presented in courses Ed. #501 Research Procedures, and I.E. or H.E. #510 Problems in Industrial Education or Home Economics Education.

5. Fill out three Preliminary Statement Sheets when the Investigation Adviser has accepted the plan for the study. Secure these statement sheet forms from the Graduate Office and return them to this office when they have been properly filled out. When completed, the tentative statement sheets are distributed as follows:
   a. One copy to the student
   b. One copy to the Director of Graduate Studies
   c. One copy to the Investigation Adviser

6. Secure the Form for Recording the Investigation in Progress from the Graduate Office. Fill out the form and return to this office immediately.

7. Secure the Form for Checking the Preliminary Techniques and Devices for Investigations from the Graduate Office. Check all techniques and devices to be used in the study. When all the techniques and devices have been prepared, secure the signature of the faculty member who is responsible for the various techniques and devices to be used in the study. Use of this form is optional with the faculty adviser.

8. Secure a copy of the instructions for the English Outline from the Graduate Office. Prepare a detailed outline for your study.

9. Purchase a Manual For Writers of Dissertations by Kate L. Turabian from the Business Manager's Office, The Stout Institute. Secure a Format of the Investigation for writing Theses and Investigations from the Graduate Office. In all cases of style that are not covered in this format, the student should follow instructions in the manual by Turabian.

10. Secure a Form for Checking Investigations of Less than Six Semester Hours from the Graduate Office. The signatures required should be obtained at the successful completion of the rough draft and again when the final copies have been completed.

11. After the first or rough draft has been checked by the Investigation Adviser, and necessary corrections have been made by the student, arrangements should be made through the Graduate Office for typing the final copies. Three copies of the Investigation are required and are distributed as follows:
    a. Student
    b. Investigation Adviser
    c. Graduate Office

12. <u>Final Oral Examination</u>
    Clearance for the Final Oral Examination is dependent on the completion of the following:
    a. Student Credit Sheet
    b. When the final requirements for the Investigation have been satisfactorily met, the student will arrange with the Director of Graduate Studies for the final oral examination.